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ABSTRACT

The in-service training needs of first-level employees of the state health and rehabilitative clerical staff and the development and evaluation of an in-service training model workshop were investigated. Interviews were conducted with the first- and second-level supervisors to determine the needs of the clerical staff for in-service training, to determine what attributes on the job contribute to positive annual employee evaluation, and to determine qualities which contribute to promotion. The in-service training workshop required four hours and was repeated four times to accommodate the 88 participants; a workshop model was also developed with a manual to be used by the leader and each participant. The in-service training workshop served as a vehicle through which the clerical staff engaged in assertiveness training for the promotion interview, engaged in self-exploration, became aware of employee traits which are important on any job, and become aware of methodology of presenting themselves in a positive light through development of resume, goal setting, and workshop participation. The effectiveness of the in-service training workshop was determined by both objective and subjective evaluation. A Likert scale was used to measure the extent of agreement or disagreement with the statements of opinion regarding the workshop, the training and experience of the leader. The subjective evaluation consisted of each participant answering opinion questions. Most of the participants (95%) evaluated the workshop favorably. (Author)

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A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES

PERSONNEL MODULE

by

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PENSACOLA ALPHA CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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TABLE OF CONTENTS

Page

ABSTRACT..... iii

INTRODUCTION..... 1

BACKGROUND AND SIGNIFICANCE..... 3

PROCEDURE..... 8

RESULTS..... 11

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS..... 17

REFERENCES..... 19

APPENDIX A: DEFINITION OF TERMS..... 21

APPENDIX B: OPEN ENDED QUESTIONS..... 23

APPENDIX C: DESIGNING WORKSHOPS..... 25

APPENDIX D: PROMOTION CRITERIA..... 27

APPENDIX E: A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES..... 29

APPENDIX F: WORKSHOP EVALUATION..... 47

LIST OF TABLES

Table

1. Summarization of Modal Values in Accordance with the Number of Participants Responding..... 14

2. Summarization of Modal Values in Accordance with the Number of Participants Responding..... 14

3. Summarization of Modal Values in Accordance with the Number of Participants Responding..... 15

INTRODUCTION

Business and industry are much involved in educational and training activities for their employees. Clark and Sloan (1958) extimated that the educational activity of business and industry was greater than that of all the colleges and universities combined. Serbein (1961) and Venn (1964) indicated that major in-company educational programs are generally catagorized as supervisory, executive training, and professional or technical training. Of the 300 large firms studied by Serbein (1961), only eight percent included hourly workers among those eligible for company training programs. Of 228 smaller firms surveyed, only six percent reported that all employees were eligible for courses.

Wenrich and Wenrich (1974) indicated that size of business was an important factor when it came to in-service training or education provided; in almost every case investigated, the large establishments provided the greater number of training opportunities.

The State of Florida Health and Rehabilitative Services employs over 700 people in the Pensacola area of which 117 are clerical staff personnel. This staff has not received in-service training in the past five years. The last in-service training was a technical skills up-grade seminar in 1973. An on going in-service training program for upgrading clerical competencies and personal growth development with the State of Florida Health and Rehabilitative Services (Pensacola) is presently non-existent.

The purpose of this study was to determine the in-service training

needs of first-level clerical staff employees[1] and to develop, conduct, and evaluate an in-service training model, A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES, based upon a needs assessment.

Three first-level supervisors[2] and one second-level supervisor[3] were interviewed. The target population was first-level clerical staff employees of the State of Florida Health and Rehabilitative Services' five branch offices in the Pensacola area. The workshop required four hours and was repeated four times to accommodate the participants.

The design of the workshop included an adaptation of the United States Office of Education, Southeast Regional Training Center's model of designing workshops (Appendix C) as well as created activities.

The effectiveness of the workshop and leadership was determined by both objective and subjective evaluation by the participants.

A product, a manual for A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES, was developed to facilitate future workshops.

1, 2, 3. See Appendix A for definition of terms.

BACKGROUND AND SIGNIFICANCE

Literature on in-service training of hourly workers is limited and literature on in-service assertiveness training for job promotion is virtually non-existent. However, the literature supports the effectiveness of the in-service training workshop. Christen (1976) designed a workshop for women to provide them with additional information needed to move ahead in their jobs and to help them to gain a heightened sense of self-confidence and self-worth. The Detroit Public Schools (1968) conducted a study to evaluate the effectiveness of federal assistance for staff training, a project offering in-service education in a workshop format to 6,226 administrators, teachers, secretaries, custodians, and parent-teacher aides. Evaluations indicated that participants strongly approved the project and believed its objectives were achieved. Research observers reported favorably on all workshops, although they preferred participant-oriented to lecture-oriented workshops and multiple meeting to single meeting workshops.

Stanger (1977) maintains, "For optimal development of personnel, the needs of the staff must be assessed to plan for getting the staff from Point A (where they are) to Point B (where they want to be)." Godwin (1977) maintains that many of the State of Florida Health and Rehabilitative Services clerical staff in the Pensacola area are deficient in communication skills in office interactions. She maintains that the

interview is the starting point for promotions and many of the clerical staff are inept at presenting themselves in a positive light although qualified by technical skill competencies for promotion. Little communication has existed heretofore between supervisors and clerical staff regarding the criteria for promotion. Godwin further maintains there is a felt need for in-service training of clerical staff to facilitate personal growth development and interview skills with the ultimate goal of promotion as the objective.

Data on formal staff training of other state agencies are summarized for the fiscal year 1969 as follows: forty-one percent of all training man hours received by ten percent of trainees was devoted to orientation and induction; three-fourths of the formal courses were designed for social workers; the next largest amount of man-hour training directed toward specific staff was provided for clerical staff (MacIntoch:1968). However, this survey did not identify the training offered to employees.

According to Stanger (1977), in-service training may be divided into four catagories: information data, theory, or knowledge skills which comprise 95 percent of all in-service training; technical skills which comprise one percent of in-service training; management skills training which comprises three percent; and human skills/ communication skills which comprise one percent. Yet research clearly indicates that human skills/communication skills are the most needed for high job performance and positive personnel development (Thorsen:1974; Minnesota Instructional Materials Center:1976).

According to Thorsen (1974), the concern for maximizing human potential as well as acquiring technical competencies is the emergent goal of human development. The application of modern day psychology to self-image development is seen as a necessary prerequisite to the solution

of people problems (Wenstein:1976). Cooper (1975) promulgated in his manifesto that the establishment of human resources development is a legitimate professional endeavor.

In a study to investigate the relationship between work unit performance, clerical attitudes, and situational characteristics, Porter (1976) investigated 411 female clerical workers in 37 branch banks. The results indicated that employee attitudes were significantly related to branch performance. The supervisors of State of Florida Health and Rehabilitative Services in Pensacola concur that the attitudes of the first-level clerical staff are related to both performance at that level and promotion (Godwin:1977).

The Minnesota Instructional Materials Center (1976) offers a series of 12 booklets for upgrading clerical competencies which include a job description, a task list of competencies in 20 areas, and a separate competency record for the area of human relations and personal development. Areas of competency in human relations and personal development are communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills.

McCarter and Grisby (1976) devised a college wide staff development plan for professional development and evaluation of all college staff, instructional personnel, administrative staff, secretarial and maintenance personnel at Southeastern Community College, Whiteville, North Carolina. The secretarial personnel have a Professional Standard Program which involves course work, workshops, work experience, and testing.

Although literature on the workshop is limited, it is beginning to become recognized as an effective in-service technique.

The employee has a right to look for personal growth which comes from

fully utilizing his talents and abilities; assertion (assertiveness) training offers effective personal growth, particularly in career development groups. According to Lange and Jakubowski (1976:245), "The common denominator is that the potential for finding fulfillment in our work lives will be increased by the ability to communicate thoughts, opinions, and feelings in a personally satisfying and effective manner."

McGovern (1976:251) has observed that for many people, the job interview is an important event which can provoke a great deal of anxiety and immobilize a person's ability to communicate effectively. For the typical interviewee, the interview becomes a proving ground both for personal self-esteem and career goals. McGovern's systematic program to prepare individuals to handle their role in the interview can be divided into four basic components:

1. Explanation of the stages and specific objectives of an interview.
2. Discrimination of aggressive, assertive, and non-assertive ways of responding.
3. Definition of personal rights for the interviewer and interviewee.
4. Application of specific training exercises and assertion skills to meet the demands of the interview context.

The workshop may facilitate achievement of the desired goals of the supervisors for their clerical staff's need for in-service training in more effective communication skills in the promotion interview[4]. Simulated interview rehearsal facilitates a decrease in the anxiety level of the clerical staff member in future promotion interviews. Assertiveness training facilitates the actualization of career goals of advancement of clerical staff members as well as personal and professional self-development. Assertiveness training increases self-confidence of participants.

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4. See Appendix A for definition of terms.

This investigation is appropriate for the Personnel module for the following reasons:

1. For most staff, continuing professional development is directly related to job satisfaction (Wenrich and Wenrich:1974:216).
2. Selection is probably the key personnel task since this represents a capital investment in human resources. The selection process and interview process are inexact sciences (Wenrich and Wenrich:1974:214).
3. Key administrative staff must become part-time social scientists, attempting to become aware of the individual needs of their staff. They must be concerned with helping them fulfill these needs whenever possible, when such fulfillment can also help achieve the goals of the organization (Wenrich and Wenrich:1974:225).
4. In-service education aids in job retention (Wenrich and Wenrich: 1974:216).
5. Human (communication) skills are necessary at all levels of employment and management (Wenrich and Wenrich:1974:224).

PROCEDURE

Since the purpose of this study was to determine the in-service training needs of first-level clerical staff employees of State of Florida Health and Rehabilitative Services in Pensacola, and to develop, conduct, and evaluate an in-service training model, A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES, based upon a needs assessment, the following procedures were undertaken:

1. Three first-level supervisors were interviewed, using open ended questions (Appendix B). The questions served as a needs assessment survey to develop specific workshop content to meet the needs of the clerical staff for in-service training indicated in the interviews, to determine what attributes on the job contribute to positive annual employee evaluation, and to determine qualities needed which contribute to promotion.

2. The target population was first-level clerical staff employees of the five branch offices of State of Florida Health and Rehabilitative Services in Pensacola.

3. One second-level supervisor was interviewed, using open ended questions similar to Jacob's Developing Questionnaire Items (Appendix B) to determine what attributes of the employee provide a basis for the decision for promotion in the promotion interview.

4. The five branch offices' first-level supervisors were notified

of the availability of in-service training for the promotion interview for first-level clerical staff employees. All first-level employees were informed of the option to attend the workshop, as agreed upon for the first-level supervisors.

5. A workshop was developed to meet the clerical staff's in-service training needs that were determined during the interviews. It required four hours and was repeated four times to accommodate the 88 participants.

6. To accommodate the need for personal growth, activities such as perusing the certificate and degree programs of study as well as the life enrichment programs at the local community college were included. A plan for action was included to encourage participatints to anticipate future personal growth.

7. To share the information gleaned during the interviews with the supervisors on promotion criteria, a rank-order activity was designed to be included in the workshop (Appendix D).

8. The effectiveness of the workshop and leadership were objectively and subjectively evaluated by the participants. A Likert scale was utilized to measure the extent of agreement or disagreement with the statements of opinion regarding the workshop, scored by using the following key:

1 = STRONGLY AGREE
2 = AGREE
3 = NEITHER AGREE NOR AGREE
4 = DISAGREE
5 = STRONGLY DISAGREE

The effectiveness of the workshop's leadership was determined by a Likert scale, using an adaptation of Fiedler's Evaluating Leadership Effectiveness (Appendix F) using the following key:

1 = NO TRAINING AT ALL
2 = VERY LITTLE TRAINING
3 = A MODERATE AMOUNT
4 = A GREAT DEAL OF TRAINING

To evaluate the experience of the leader an item was scored according to the following key:

1 = NO EXPERIENCE AT ALL
2 = VERY LITTLE EXPERIENCE
3 = A MODERATE AMOUNT
4 = A GREAT DEAL OF EXPERIENCE

The written subjective opinions at the end of the workshop provided participants an opportunity to evaluate any facet of the workshop not covered by the objective evaluation.

9. A product, the workshop facilitator's manual for A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES, was developed for use in future in-service training workshops (Appendix E).

RESULTS

In the interviews with the first- and second-level supervisors, the following information was gleaned from the four open ended questions:

To the question, "What employee traits does a supervisor consider most important when interviewing an employee for a promotion?" answers were: the ability to present oneself in a positive light in the promotion interview which is the starting point for promotions; assertive, rather than aggressive presentation of self; recommendation and evaluation of past employer or supervisor; assertiveness in "going after" the job desired; willingness to assume more responsibility; present traits which distinguish self from others; convince the interviewer of one's ability to get the new job done yet willingness to be subservient to one's boss.

To the question,"What attributes of the employee are the most important on the job as a clerk-typist in the stenographers' pool?" answers were: punctuality, effective use of time, stable personality and marital status, dependability, adaptability, positive attitude and outlook on life, clerical skills competencies, independent worker, gets along well with others, willingness to share office equipment, and daily setting of priorities.

To the question, "What do you see to be the personal development

needs of the clerical staff for in-service training?" answers were: confidence building, neat and attractive appearance, appropriate dress for the office, ability to get along with others and to "rise above" office conflicts, more assertiveness in office interactions, ability to write a resume, need of furthering education for personal growth and enrichment, need of setting personal life goals and career planning.

To the question, "What do you see to be the communication needs of the clerical staff for in-service training?" answers were: being able to carry on a social conversation, ability to talk to people, ability to present self in a positive light in the promotion interview, inquiry into aspects of the new position when seeking a promotion in addition to salary, presenting self with confidence, and ability to converse with supervisor when in a confidentiality or evaluative conference.

Of the myriad clerical staff needs expressed by the supervisors for in-service training, the following recurring themes served as the guide for the design of A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES: 1) self-awareness in preparation for the promotion interview, 2) assertion (assertiveness) training for the promotion interview, and 3) personal growth.

Workshop activities designed to meet the needs of the self-awareness theme included goal setting, values clarification, visual imagery of self in promoted position, ranking own employee traits which serve as criteria for annual evaluation, familiarity with job description of advanced positions and resume writing for assertively seeking advancement.

Assertion training included personal rights of the interviewee and interviewer, exercises in confidence building and social conversation, and role play in simulated promotion interviews.

The effectiveness of the in-service training workshop and leadership was objectively evaluated using a Likert scale to measure the extent of agreement or disagreement with the statements of opinion regarding the workshop. The proponderance of the responses (see Table 1) were far closer to 1 (strongly agree) than to 5 (strongly disagree) as shown by the modal value which is given to the left of each statement.

(1) 1. Through the workshop, I became more self-aware.

(1) 2. I was able to envision myself in a different job from my present one.

(1) 3. I discovered employee attributes that really count on the job and are annually evaluate .

(1) 4. I was able to prepare myself to assertively present myself in a promotion interview.

(2) 5. I began my plan of action during the workshop.

(2) 6. I was able to reach my goals for the workshop.

(1) 7. The leader was available to advise and give description of the finished product, or how the activity would be done.

(1) 8. It was obvious when the activities were finished and the correct solution had been found.

(1) 9. There was a step-by-step procedure which indicated in detail the process which was to be followed.

The following summarizes the results according to the number of participants responding (see Table 1).

TABLE 1

Summarization of Modal Values in Accordance with the Number of Participants Responding

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	40	16	11	5	0
2	38	11	9	10	4
3	40	17	9	4	2
4	45	18	5	4	0
5	13	24	13	9	19
6	23	22	17	7	3
7	64	5	3	0	0
8	43	22	4	0	2
9	57	4	7	2	1

The proponderance of the responses to evaluate the training of the workshop leader were far closer to 4 (a great deal of training) than to 1 (no training at all) as shown by the modal value which is given to the left of statement 10.

(4) 10. Compared to others in this or similar positions, how much training has the leader had?

The results are summarized according to the number of participants who responded (see Table 2).

TABLE 2

Summarization of Modal Values in Accordance with the Number of Participants Responding

Statement	No training at all	Very little training	A moderate amount	A great deal of training
10	2	0	6	62

The proponderance of the responses to evaluate the experience of the workshop leader were far closer to 4 (a great deal of experience) than to 1 (no experience at all) as shown by the modal value which is given to the left of statement 11.

(4) 11. Compared to others in this or similar positions, how much experience has the leader had?

The results are summarized according to the number of participants who responded (see Table 3).

TABLE 3

Summarization of Modal Values in Accordance with the Number of Participants Responding

Statement	No experience at all	Very little experience	A moderate amount	A great deal of experience
11	1	0	12	55

The subjective evaluation consisted of each participant answering three questions. Of the 76 participants evaluating, comments have been selected as exemplary and paraphrased.

Q. What did you like best about the workshop?

A. Assertion (assertiveness) training; it made me feel more self-confident; looking at self for new understanding; meeting and interacting with new people; exchanging ideas; communicating with others; informative; helped me to set goals; talking about the possibilities for advancement; made me aware of my lack of assertiveness; learned new things about myself; given opportunity to participate; activities and exercises revealed a lot about self; exciting and educational; given ideas to consider; positive encouragement; overall program was interesting.

Q. What did you like least about the workshop?

A. Long time, but necessary to cover the material; some of the contact with other members of SFHRS; not enough basic self-improvement information; having to participate; interviewing; ideal career; filling out the activity sheets; not enough clerical training or correct ways to perform clerical skills; speaking on innane objects; some people's negative feelings about SFHRS; needed more time.

Q. If you had it to do over again, would you participate in the workshop?

A. Yes, but more information on office problems; yes, but at a higher level; yes, but more in-depth; yes, but one to build self-confidence; I feel I need to continually grow and this is one way to grow; yes, it bolstered my self-confidence. "No" answers were minimal (5%) and with such ideas as "not the same one."

A P P E N D I X F

Workshop Evaluation

EVALUATION

In order to judge the effectiveness of the workshop and the benefit of the in-service training to you, please circle the number of the response which best expresses your opinion:

Item 1 if you STRONGLY AGREE with the statement.
Item 2 if you AGREE with the statement.
Item 3 if you NEITHER AGREE NOR DISAGREE with the statement.
Item 4 if you DISAGREE with the statement.
Item 5 if you STRONGLY DISAGREE with the statement.

GOALS OF THE WORKSHOP:

1 2 3 4 5 Through the workshop, I became more self-aware.

1 2 3 4 5 I was able to envision myself in a different job from my present one.

1 2 3 4 5 I discovered employee attirbutes that really count on the job.

1 2 3 4 5 I was able to prepare myself to assertively present myself ina promotion interview.

1 2 3 4 5 I began my plan of action during the workshop.

1 2 3 4 5 I was able to reach my goals for the workshop.

LEADERSHIP:

1 2 3 4 5 The leader was available to advise and give description of the finished product, or how the activities should be done.

1 2 3 4 5 It was obvious when the activities were finished and the correct solution had been found.

1 2 3 4 5 There was a step-by-step procedure which indicated in detail the process which was to be followed.

Please circle the number that indicates your opinion.

Compared to others in this or similar positions, how much training has the leader had?

1	2	3	4
no training at all	very little training	a moderate amount	a great deal of training

Compared to others in this or similar positions, how much experience has the leader had?

1	2	3	4
no experience at all	very little experience	a moderate amount	a great deal of experience

YOUR OPINION:

What did you like best about the workshop?_____ _____

_____

What did you like least about the workshop?_____

_____ _____

If you had it to do over again, would you participate in the workshop?

_____

This is an adaptation of Fred E. Fiedler's Evaluating Leadership Effectiveness: The Leader Match Concept. New York: John Wiley and Sons, Inc., 1976.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The analysis of participant feedback indicated that the workshop was a vehicle through which the clerical staff engaged in assertion (assertiveness) training for the promotion interview, engaged in self-exploration, became aware of methodology for presenting themselves in a positive light through development of the resume, the setting of goals, and through participation in the workshop.

The data support the inference that in-service training is, in general, desired by the clerical staff employees. Prior to this in-service training workshop, little communication had existed between supervisors and clerical staff regarding the criteria for promotion. This lack of communication between the first-level supervisors and first-level clerical staff employees become apparent to this writer during the workshop with the participants. The criteria for promotion were shared with the workshop participants.

The data support the need for personal growth and development among the clerical staff as indicated by the subjective opinions expressed. Ninety-five percent indicated that they would participate in another workshop experience but desired a higher level and more specific information. The results of this practicum suggest the following recommendations:

1. In-service training should be offered to clerical staff at all levels, i.e., clerk-typist 1, 2, 3, and 4, to meet specific needs at each level.

2. To facilitate personal growth and development of the staff, an on going in-service program should be developed and implemented.
3. Assertion (assertiveness) training can be offered to help resolve office conflicts and to facilitate more effective interoffice communications as well as training for promotion interviews.
4. Future workshops should be developed in other areas of in-service needs as indicated by the interviews with supervisors.
5. This study suggests another study which would evaluate the success of the workshop in terms of the number of clerical staff who are promoted after participating in the workshop compared to the number promoted but who did not participate in the workshop.

A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF THE STATE OF FLORIDA HEALTH AND REHABILITATIVE SERVICES is a personnel innovation; it has the potential for providing new directions for in-service training of personnel.

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A P P E N D I X A

Definition of Terms

A P P E N D I X B

Open Ended Questions

OPEN-ENDED QUESTIONS

1. What employee traits does a supervisor consider most important when interviewing an employee for a promotion?

   The ability to present oneself in a positive light in the promotion interview, which is the starting point for promotions; assertive, rather than aggressive presentation of self during the interview; competency in clerical skills plus good attitude; relaxed, poised manner about them; personable; an ability to generate interest in self; recommendation and evaluation of past employer or supervisor; assertiveness in "going after" the job desired; willingness to assume more responsibility; present traits which distinguish self from others; convince the interviewer of one's ability to get the new job done yet willingness to be subservient to the boss.

2. What attributes of the employee are the most important on the job as a clerk-typist in the stenographers pool?

   Punctuality; effective use of time; stable personality and marital status; dependability; adaptability; positive attitude and outlook on life; clerical skills competencies, independent worker; gets along well with others; willingness to share office equipment; daily setting of priorities.

3. What do you see to be the personal development needs of the clerical staff for in-service training?

   Confidence building; neat and attractive appearance; appropriate dress for the office; ability to get along with others and to "rise above" office conflicts; more assertiveness in office interactions; ability to write a resume; need of furthering education for personal growth and enrichment; need of setting personal life goals and career planning.

4. What do you see to be the communication needs of the clerical staff for in-service training?

   Being able to carry on a social conversation; ability to talk to people; ability to present self in a positive light in the promotion interview; deemphasizing salary to the exclusion of other aspects of the new position when seeking a promotion; presenting self with confidence; not assertive enough; ability to communicate future career plans and life goals; ability to converse with supervisor when in a confidentiality or evaluative conference.

This is an adaptation of Jacob's Developing Questionnaire Items.

A P P E N D I X C

Designing Workshops

DESIGNING WORKSHOPS

1. Group Size
   10-30 participants

2. Time required
   Approximately 3½ hours

3. Physical setting
   One room large enough to accommodate all participants comfortably; a sufficient number of rooms to accommodate participants in small groups.

4. Goals
   A. To acquaint participants with the general format of the workshop.
   B. To participate in the specific design of the workshop.
   C. To get feedback from the participants in the workshop.

5. Learning objectives
   A. Participants will participate in the workshop activities.
   B. Learning can be determined by feedback from the participants.

6. Support systems
   A. Human resources
      1. One facilitator for the large group
      2. One facilitator for each small group
   B. Instructional aids
      1. Handouts
      2. Equipment and supplies
   C. Materials

7. Procedure
   A. The facilitator gives each participant a copy of the workshop model and presents a brief introduction to the workshop, stating the goals of the workshop.
   B. Workshop design should include:
      1. The rationale which reflects the reason for doing the workshop.
      2. The workshop geared to the level of understanding of the participants.
      3. Time allotted which is sufficient to allow the participants to respond.
      4. Space which facilitates both the large group and small groups.
      5. Goals and objectives which are clearly stated in behavioral terms. Goals are stated in general terms and state the purpose of the workshop; objectives state in specific terms what participants will experience in the workshop.
      6. In determining the effectiveness of the workshop, the facilitator can only state what the participants will be able to do at the end of the workshop. There is no guarantee they will do it in the future.

8. Determine the workshop effectiveness
   A. Participants will be able to compare pre-workshop behavior with post-workshop behavior themselves.
   B. Participants will be able to work on their own to accomplish their own goals after participating in the workshop.

A P P E N D I X D

Promotion Criteria

PROMOTION CRITERIA

Each member of the clerical staff is evaluated annually on the basis of the criteria:

Technical Skills

Typing	Filing skills
Office machines	Shorthand (if applicable)
Dictaphone transcriptions	

Personal Development Skills

Pleasant voice	Pleasant personality
Treats public as special	Courteous
Knows what needs doing and does it	Smiles
Poised and confident	Social grace
Gets along well with others	Responsible
Independent worker	Cultivates personal growth
Daily planner	Adaptable to situation
Years of experience	Reliable
Open communication	Dependable
Does more than minimum	Punctual
Sets priorities daily	Ability to share
Above office conflicts	Neat, attractive appearance

A P P E N D I X E

A NEED BASED IN-SERVICE TRAINING WORKSHOP FOR THE CLERICAL STAFF OF HEALTH AND REHABILITATIVE SERVICES

participant's booklet/
leader's manual

CLERICAL WORKSHOP

In-Service Training for Clerical Staff

HRS

October 20, 1977
October 25, 1977

Featuring:

-Awareness of Self on the Job
-Assertive Training for the Interview

Barbara H. Ray, M.S.E.

WORLD, I AM YOUTH

World, I am Youth, unsettled and searching,
Exploring the heights and the plain.
I wander your deserts, thirsty and pale,
I weep in the beating rain.
Ascend I the mountains with eagerness,
Hungry, and seeking my goal,
Then into barbs of stinghorns
I fall with deluded soul.
In your shadows of dusk I tremble.
I fear death and even life.
Tomorrow I laugh, and confidence
Pervades my daily strife.
World, I am Youth, the hope of your day,
I'm bewildered and young in this land.
I'm searching your paths for a vision called truth
--Give me your hand.

Anonymous

CLERICAL WORKSHOP

October 20, 1977 October 25, 1977

_____

(name of participant)

"Man has forgotten what he can do. And because of this lapse of memory, he has lost sight of what he can be."

Mark Link, S.J.

WHY A WORKSHOP?

It's been five years since the HRS clerical staff has had any in-service training. You are at the first level of employment. You know what you can do and now you are looking at possibilities of what you can be. I'm here to give you a hand. . .

...to being
...to becoming
...perhaps even to becoming a Secretary 2!

Barbara H. Ray

GOALS OF THE WORKSHOP:

1. To become more aware of self at this moment in my life.
2. To envision myself in a different job from my present one.
3. To discover what really counts on the job.
4. To prepare myself to present self.
5. To up-grade my technical skills.
6. To begin my plan of action.

What do you want from this workshop?_____

_____

Then, Let's begin.

PART 1: AWARENESS OF SELF ON THE JOB

"As you sit in silence on a lonely beach on a drifting sand dune, you discover the possibilities for a new world and a new self. You may not be transformed by the experience. But if it stirs within you the desire to be--

--then you've taken the first step!

Mark Link, S.J.

Activity 1: Consider these 4 traditional symbols. Then rank them in the order of their "appeal" to you, beginning with #1 meaning the most appealing, etc., down to #4.

_____ _____ _____ _____

KEY: circle = sex; Z = creativity; triangle = intelligence or knowledge; square = security.

Activity 2: As your guide, I will take you on "A Walk through the Forest." Listen carefully and I will tell you what to do.

KEY: Participants are to draw objects and describe their action as leader relates the story.

"As I walk through the forest (draw forest and a path through the forest), I spied a key (draw a key and describe). I walked further and came upon a pool of water (draw a pool of water and describe action in pool). I walked further and came upon a bear (draw bear and describe what you did). I next came upon a clearing (designate clearing) and there was a structure (draw a structure) in the clearing. Within the structure were people (draw people and describe what they are doing).

KEY: Interpretation of drawing

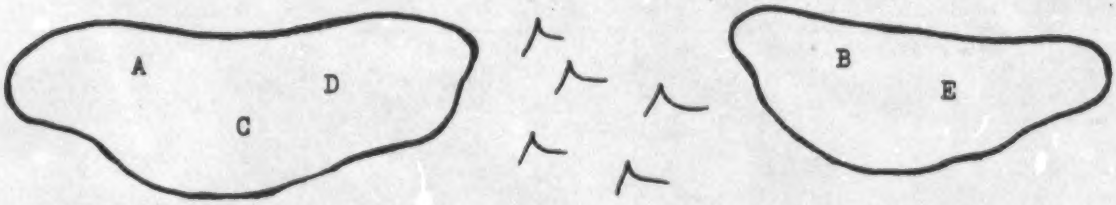
FOREST ..... is .... LIFE
PATH ..... is .... DIRECTION IN LIFE
KEY ..... is .... CREATIVITY
POOL ..... is .... SEX
BEAR ..... is .... PROBLEMS
CLEARING .... is .... DEATH
STRUCTURE ... is .... AFTER LIFE
PEOPLE ..... is .... HEAVEN

Barbara Streisand, in a Playboy interview said, "I think that you don't really Live until you're not afraid to die."

Playboy: Then a Lot of people aren't really living.

Streisand: "That's right. Until you're not afraid to lose Life, I don't believe that you can really Live. Live it to its fullest."

Activity 3: Once there were two islands separated by a body of water full of sharks. Listen carefully and I will tell you what to do.



Now, rank the individual 1 - 5 as to how you like/dislike them.

Alice	_____	ALO	_____
Bill	_____	BMO	_____
Charlie	_____	CAM	_____
Doug	_____	DIN	_____
Ed	_____	ESE	_____

KEY: Alice, Charlie and Doug lived on one island; Bill and Ed lived on the second island. Alice and Bill were in love but the body of water full of sharks separated them. Alice went to Charlie who possessed a boat and asked if he would row her to the other island so that she and Bill could marry. Charlie, an opportunist, answered, "Yes, for a price!" Alice refused. She then went to Doug who feared life itself and did not want to "get

"involved with others. So he said no to Alice. Because her love for Bill was so great, she went back to Charlie and told him she would pay his price, went to bed with him and so he rowed her to the other island.

In the meantime, Bill heard what had happened and when Alice arrived on the island, he flung her to the ground and would have nothing to do with her. As she lay there sobbing, Ed came over to her and said, "I'll marry you because I know basically that you are a good person."

END OF STORY

KEY:

ALICE ..... is .... LOVE
BILL ..... is .... MORALITY
CHARLIE .... is .... AMBITION
DOUG ..... is .... INDEPENDENCE
ED ..... is .... SECURITY

"All of us," says a noted sociologist, "carry on a constant dialogue with ourselves. We are constantly making predictions about what we can and cannot do.

And there are few of us who could not do a lot more, . . . if we simply could see ourselves doing it."

THE IDEAL CAREER

Activity 4: Describe the "ideal" career for YOU. Include in this description the physical setting, the "atmosphere," surrounding you.

_____

_____

_____

Include in this description the "role you wish to play in this career, job or occupation. Example: "boss"

_____

_____

Include in this description the kind of relationships with others in this career you want to have.

Include in this description the kind of communication with others in this career you want to have.

What skills do you now possess to move into your ideal career?

What skills do you need to acquire to move into your ideal career?

What is the price you are willing to pay to have this dream become a reality?

Now, turn it into a goal: To _____

Set a target date to accomplish your goal:

REMEMBER: 10 months - 1 year is long enough to stay as a clerk typist!

"Why am I so slow to go all the way? Why do I find it hard to work without pay? Lord, why am I this way?"

"Why can't I admit that half-commitment is no commitment --that it is like trying to walk, but on only one leg, like trying to sail but without any wind?"

Mark Link, O.J.

Activity 5: Below is a listing of technical skills and personal development skills which are important in clerk-typist positions, many of which serve as criteria for annual evaluation. How would you rate yourself on each one, using a scale of 1 - 5, 1 being the highest rating.

TECHNICAL SKILLS

____typing
____office machines
____filing skills
____shorthand
____dictaphone transcription

PERSONAL DEVELOPMENT SKILLS

____pleasant voice
____treats public as special
____knows what needs doing & does it
____poised & confident
____gets along well with others
____independent worker
____daily planner
____years of experience
____open communication
____does more than minim__
____sets priorities daily
____above office conflicts
____courteous; social grace
____smiles; pleasant personality
____cultivates personal growth
____responsible; reliable
____dependable; punctual
____adaptable to situation
____ability to share
____neat, attractive appearance

Now, put an asterisk (*) by the ten most important ones to you.

GET NEXT TO YOURSELF

I recommend strongly that every executive
set aside a little time. . . to decide

where he is going,
what are his priorities,
what are his ambitions,
Do you know whether you are going in the
right direction,
and most of all, where do you want to get?

Dr. William G. Menninger

SECRETARY II: JOB DESCRIPTION

Activity 6: Read the job description of Secretary II.

DISTINGUISHING CHARACTERISTICS OF WORK

This is secretarial work of moderate variety and complexity as personal assistant to a highly skilled technician; an administrator of a small area in the organization; a staff position responsible for a segment of a large program; or the supervisor of a small field station having a specialized function or serving a geographic area.

An employee in a position allocated to this class performs duties which involve taking and transcribing dictation or transcribing from dictating equipment for a supervisor; composing routine correspondence; typing memoranda, reports, and correspondence; and making travel arrangements and keeping the supervisor's calendar. Heavy emphasis is placed on relieving the supervisor of as much clerical detail as possible, and work varies widely both in subject matter and level of difficulty.

Work is performed under general supervision and only projects which entail technical or confidential matters are given close attention by the immediate supervisor.

EXAMPLES OF WORK PERFORMED

(NOTE: These examples are intended only as illustrstions of the various types of work performed in positions allocated to this class. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

Takes and transcribes dictation or transcribes from dictating equipment.

Types correspondence, articles, reports, manuals, and other materials on general or technical subjects; drafts routine acknowledgments in response to inquiries not requiring a supervisor's attention.

Examines, checks, and verifies complex statistical and other reports for completeness, propriety, adequacy, and accuracy of computations; determines conformity to established requirements; and personally follows up the more complicated discrepancies.

Maintains calendar for and reminds supervisor of appointments.

Makes travel arrangements and arranges travel itineraries.

Prepares special reports as required and maintains files and records.

Performs related work as required.

MINIMUM TRAINING AND EXPERIENCE

Graduation from a standard high school and one year of secretarial and/or clerical experience.

Successfully completed studies beyond the high school level may be substituted for the required experience at the rate of 720 classroom hours or 30 semester hours per year.

An equivalency diploma issued by a state department of education or by the United States Armed Forces Institute, or a qualifying score on the Division of Personnel Educational Attainment Comparison Test may be substituted for high school graduation.

NECESSARY SPECIAL REQUIREMENT

Ability to type at a rate of 35 correct words a minute.

Ability to take and transcribe dictation at the rate of 80 words a minute is required for designated positions allocated to this class.

Activity 7: Now, make a decision: Do you want to be a Secretary II? _____ Then let's begin:

"The purpose of life is to serve; the servant will become the master."

Mark Link, S.J.

A secretary completes the boss.
A secretary complements the boss.
A secretary is subservient to the boss.
A secretary is an extention of the boss.
A secretary takes over many responsibilities for the boss.

Activity 8: One way to present yourself to a prospective employer is to submit a resume. Resume is a French word for "summary." Hold it to one page and make it good--darn good! Complete the sample.

NAME (first, M.I., last) ADDRESS (street, city, state, zip) PHONE NO.

Career Objective
(What job you are seeking or positions you would like to be considered for)

Experience
(start with present position - describe briefly responsibilities, give number of years at this position, then list backwards other experience, etc.)

Education
(begin with latest schooling; location of school; date of graduation)

Distinguishing Characteristics
(Briefly describe those things which sets you apart from others, includes personal growth information)

Leadership Positions Held or Management Responsibilities Assumed

Personal Data
Marital status (Married or Single; period)
Age (if right out of school)
Height
Weight (unless you are overweight)

References
(names, addresses & phone number of 2 - 3 references)

Include with the resume:

1. A cover letter, addressed to the hiring person, expressing your interest in their organization and the position you are seeking. Include several ways you could be of service to their organization which gives them the idea that you are indispensible to them.
2. Ask your references to write a letter of recommendation for you. You can give them ideas as to what to say, and what characteristics of yours you want stressed. Include these letters with your resume.
3. Include a small color photo with your application.

4. When setting up appointments for interviews, repeat your name to each person to whom you speak on the telephone.

This is an adaptation of Stanger's "Resume Planning." Long Beach: California State University, 1977. Mimeographed.

Activity 9: Take a look at the programs of study at Pensacola Junior College. Are there any offered which could help you to grow professionally:

_____
Circle those.

Activity 10: Take a look at the Life enrichment programs offered in the 7 o'clock Series of Pensacola Junior College for personal growth. Are there any offered which could help you to grow professionally: _____
Circle those.

PART 2: ASSERTIVE TRAINING FOR THE JOB INTERVIEW

"You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day - all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy."

William Faulkner

The potential for finding fulfillment in our work lives will be increased by the ability to communicate thoughts, opinions and feelings in a personally satisfying and effective manner.
Assertion involves standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest and appropriate ways which do not violate another person's rights. These expressions are communicated without dominating, humiliating, or degrading the other person.

For the interviewer, each interview is a measure of the ability to assess a qualified candidate and relate to that candidate in such a way that one's boss or organization is well represented.
For the interviewee, an interview becomes a proving ground both for personal self-esteem and career goals.

There are four (4) stages of an interview:
1. "Breaking the Ice." Small talk will be exchanged during the first stage. The interviewer takes primary responsibility for initiating this conversation; the interviewee will respond. Assertive communication would be: a handshake at the beginning, eye-level contact, a smile, sitting slightly forward in

the chair to show interest, level tone of voice, good energy level.

2. Sharing of General Information. The second stage is for mutual sharing of information. The interviewer has had an opportunity to read the interviewee's resume which has been submitted prior to the interview. The interviewer can begin to share information about the organization and the job position. The interviewee should be aware of the job requirements and communicate specific skills or experience which meet these requirements. Concise assertive statements show resourcefulness and self-confidence.
3. Amplification and Sharpening the Focus. Stage three provides an opportunity for "fit" between the job and the candidate. At this stage, the interviewer may ask questions like, "Why do you want this job?" or "What are your goals in life?" or "Why did you pick our organization?" Also at this stage, the interviewee can assume more initiative to communicate his reasons for his interest in this organization, the ways in which he can best serve the organization or can take the lead and ask specific questions about the position to determine if the job matches his particular needs. Taking the initiative shows enthusiasm and independence.
4. Tying It Together. The final stage allows both to clarify any needed information and makes closing statements to end the interview. The interviewee may ask what the next step in the recruitment process is and express continued interest in the position.

The interview should take about 30 minutes.

Activity 11: It is helpful to zero in on some particular rights of the interviewee and the interviewer since both share similar objectives in finding a "fit" between job and applicant.

Rights of the Interviewee:	Rights of the Interviewer:
KEY: Ask questions about job descriptions, fringe benefits, salary, work regulations, vacation time, advancement opportunities.	KEY: Ask questions regarding experience, absentee record, family and marital status, why seeking promotion, what distinguishes self from others.

Activity 12: "Breaking the Ice" Topics. Choose someone whom you do not know well. Decide who will be #1 and who will be #2. I will give out the topics and #1 will talk for 1 minute on that topic while #2 listens. Reverse the roles. Then #2 gives positive feedback on non-verbal behaviors of #1; reverse the roles.

Activity 13: Giving and Receiving Compliments. With same partner, #1 gives #2 a compliment. #2 receives the compliment and gives back to #1 information other than the response "thank you." Example: "This is my favorite color." Compliments may consist of non-verbal behavior (eye contact, tone of voice, smile) or article of clothing, etc. Reverse the roles.

Activity 14: "Breaking the Ice" Conversations. Choose someone whom you do not know well. Decide who will be #1 and who will be #2. Using the technique of: (1) open-ended questions, (2) free information, and (3) paraphrasing, #1 begins the conversation for 3 minutes. Reverse the roles.

Activity 15: "Breaking the Ice" Interview Interaction. Divide into triads. Decide who will be the interviewer, who will be the interviewee, and who will be the observer. The interviewer begins the interaction by explaining the position of Secretary II requirements. Using open-ended questions, the interviewer asks about the interviewee's experience or education. Use the techniques of "Breaking the Ice" Conversations to keep the interviewee talking. The interviewee uses positive self-statements in answering the interview questions; his goal is to educate the interviewer of his preparation and qualifications for the position. The observer gives positive feedback to the interviewee. Rotate roles so that all have the opportunity to be the interviewee.

Activity 16: "Amplification and Sharpening the Focus" Interaction. Divide into triads. Decide who will be the interviewer, the interviewee and the observer. Using the techniques of "Breaking the Ice" Conversations, the interviewer begins the interaction. Discuss the topics, "Long-range career goals," "How are you preparing yourself to achieve your life goals?" "What responsibilities have you carried that distinguishes you from others?" "Why are you seeking a position here?" "Tell me about yourself." The interviewee is to practice positive feedback. Rotate the roles so that all have the opportunity to be the interviewee.

This is an adaptation of Thomas B. McGovern's "Assertion Training for Job Interviewing and Management/Staff Development," Responsible Assertive Behavior, Illinois: Research Press, 1976.

CREATE A JOB FOR YOURSELF . . .

. . . WHEN NONE EXISTS!

1. People make their own way in the world; go out and get yourself a job because the job won't come to you!
2. Ferret out the responsibilities of the job you want; begin now to prepare yourself to assume those responsibilities.
3. Make yourself indispensable to the man above you; go the second mile; do the extra work; run the un-asked-for errand.
4. Distinguish yourself from others; be outstanding in the minds of everyone around you.
5. Plan daily; set priorities for getting work done.
6. Fill out an application, submit your resume, ask for an appointment for an interview.
7. Generate interest in you; the product you are selling is YOU! Present yourself to your prospective employer, stating that you are aware that there is no vacancy for the position you are seeking at this time, but in the event a vacancy should occur, you would appreciate his consideration of you as a candidate. Tell him your goals.

PART 3: UPGRADING TECHNICAL SKILLS

Activity 17: You will be given six cards to file according to the accepted HRS filing system. Alphabetize them.

Activity 18: To correct typographical errors with liquid paper, move the carriage horizontally in order to "line up" the type. Practice correcting your errors so that the reader of the type cannot detect that a correction has been made.

WHAT ARE WE WAITING FOR?

There are fathers waiting until other obligations are less demanding
to become acquainted with their sons . . .
There are mothers who sincerely intend to be more attentive to their daughters . . .
There are husbands and wives who are going to be more understanding . . .
But time does not draw people closer.

When in the world are we going to begin to live
as if we understood that this is life?
This is our time, our day . . . and it is passing.
What are we waiting for?

Richard L. Evans

MY PLAN OF ACTION

GOAL _____

TARGET DATE FOR ACCOMPLISHING MY GOAL _____
STEPS TO TAKE TO REACH MY GOAL:

1. _____
2. _____
3. _____

OBSTACLES IN MY WAY OF REACHING MY GOAL:

1. _____
2. _____

HOW WILL I OVERCOME THESE OBSTACLES IN ORDER TO GET WHAT I WANT?

1. _____
2. _____

SATISFACTIONS I WILL GET FROM REACHING MY GOAL:

1. _____
2. _____
3. _____

HOW WILL I KNOW WHEN I'VE REACHED MY GOAL:

_____

REWARD I WILL GIVE MYSELF WHEN I REACH MY GOAL

_____

What are we waiting for?

This is an adaptation of Norman G. Stanger's "Personnel," Long Beach: California State University, 1977. Mimeographed.